DOCUMENT RESUME

ED 418 626 HE 031 155

AUTHOR Cook, Constance Ewing
TITLE Lobbying for Higher Education: How Colleges and Universities Influence Federal Policy. Vanderbilt Issues in Higher Education.
ISBN ISBN-0-8265-1316-6
PUB DATE 1998-00-00
NOTE 272p.
AVAILABLE FROM Vanderbilt University Press, Box 1813, Station B, Nashville, TN 37235; phone: 615-322-3585; e-mail: vupress@vanderbilt.edu; fax: 615-343-8823 (cloth: ISBN-0-8265-1316-6, $45; paper: ISBN-0-8265-1317-4, $19.95).
PUB TYPE Books (010)
EDRS PRICE Document Not Available from EDRS.
DESCRIPTORS Administration; Advocacy; *Government School Relationship; *Higher Education; Institutional Advancement; *Lobbying; National Organizations; Organizational Communication; *Organizations (Groups); Policy Formation; *Political Influences; Politics of Education; Private Colleges; Public Colleges; *Public Policy; Surveys; Universities
IDENTIFIERS *American Council on Education

ABSTRACT

This book addresses ways the higher education community influences and is impacted by federal policy in the context of the decline of public confidence in higher education and budget constraints. A survey was conducted of 1,554 college and university presidents followed by 140 interviews with leaders in higher education. Results are analyzed in chapters on the following topics: (1) the federal role and structure for higher education policy making; (2) the history of the major higher education associations; (3) the erosion of public confidence in higher education and its implications for policy making; (4) criticism in the 104th Congress of academia and current policy issues; (5) the Washington higher education community especially the role of the American Council on Education; (6) the relationship between the major associations and their institutional members; (7) differences among institutional types; (8) lobbying strategies and tactics of the higher education community; (9) the effectiveness of interest groups; and (10) conclusions. The book concludes that challenges in federal relations will persist for the five organizations that compose the American Council on Education. Numerous figures and tables illustrate the data. Appended are the survey instrument, a comparison of survey respondents and colleges and universities in general, and a list of interviewees. (Contains approximately 220 references.) (BF)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****